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ABSTRACT

This paper describes a plan for career education which is being adopted by the California Career Education Task Force with the intent of aiding the State Department of Education. The plan will be useful to many educators throughout the country. Part One of this paper deals with counselor effectiveness. Guidance and counseling program modes as well as change opportunities are discussed. Part Two discusses research and theories available to the counselor. Presented are ideas of Piaget, Kolberg, Newmann, Dewey, and Gordon. Part Three proposes an action plan based on the material presented in Part Two. The plan combines developmental psychology, community-based education, moral development, and career education. A sample plan and the steps for its institution are provided. Part Four evaluates the basic structure of the action plan. Hallmarks of the plan are a holistic concern for the student, and simplicity. Adoptibility to subject matter, moral development, social interaction with the community, enhancement of a vocational self-image, and room for creative are positive features. (Author/JLL)

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COUNSELORS, EDUCATION AND MOUSETRAPS

(An Action Plan For The Junior High School Counselor)

by

Jack E. Oakes

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Note to the Reader: Part I of this paper deals with counselor effectiveness. Part II discusses research and theories available to the counselor. Part III proposes an "action plan" based on the material presented in Part II. And finally, Part IV evaluates the basic structure of the "action plan."

Part I

Someone once said that "if you build a better mousetrap the world will beat a path to your door." Most educators would be satisfied if they could motivate children into beating a path to the classroom. Much time, money and energy have been spent on this educational goal. However there is still more to be done before we can see any change in the contemporary student's disinterest in school. The search goes on for a curriculum that good educators can use to stimulate children to learn and at the same time be of real value. Although building a better "mousetrap-curriculum" is an ongoing process there is one sector of education that has not heretofore contributed much in the way of improving the process of instruction. Because of its traditional role, guidance and counseling has been separated from the mainstream of learning, and therefore much has been lost for students and professionals alike. Counselors should be an agent for change and part of the teaching quest for better "mousetrap-curriculums." In a larger, more important sense, they should be partners in developing better education.

In a symbiotic way, guidance and counseling has grown with education, but has not found its functions used to further education's growth. The reason for this passive role can be seen in how guidance and counseling has been organized and practiced.

> Two terms are frequently used quite loosely in describing guidance and counseling organizationally and in practice. These terms are guidance and counseling services and guidance and counseling programs. In actuality, these terms do much more than simply describe organizational components or practices in the field. These terms also imply a perspective and outlook on how the guidance and counseling organization is to be organized and how guidance and counseling practice is to be practiced. In short, these terms reveal basic orientations by guidance personnel as to how, when, where, and why interventions in the lives of individuals are to occur. (Aubrey and Sydney, 1975)

Counselors have kept their skills confined to the service mode, and have shirked the involvement in program development. The result has been that counselors do such "service" activities as testing, placement, individual and group crisis counseling and pupil analysis. The program mode is usually restricted to determining class sizes and making class changes for students.

The service mode of counseling and guidance has some serious weaknesses. Criticism has been expressed by guidance writers that the emphasis on the "services" of guidance and counseling "tends to delay the perception of the process as one that is cumulative, continuous, and developmental," (Mathewson, 1962) and "has so dominated guidance and counseling that more basic and significant questions are not being acknowledged, let alone answered," (Sprinthall, 1971) and, "has tended to make guidance and counseling respond like a host (sic) on the body of education." (Aubrey, 1975) By comfortably allowing the skills of counseling to produce a "Mystery of Mastery complex" which sees counselors in peculiar and different roles than other educators, guidance and counseling has been kept a technical appendage of the school's normal function, which is the education of children.

On the other hand the program mode of guidance and counseling offers the chance for counselors to use their skills, but not on a crisis or consumer demand basis.

> Instead of focusing on problem situations or the totality of daily need systems of consumers, a programmatic position organized functions and skills according to short and long-range objectives based on principles that can be defended psychologically and educationally. Programs of guidance and counseling differ from services of guidance and counseling in that programs have something tangible to impart that can only be implemented through a carefully planned program. Programs, therefore, also differ from services in viewing time as flexible, controlable and modifiable according to objective, audience and methodology. (Aubrey and Sydney, 1975)

The program mode of guidance and counseling is fraught with the potential to change existing systems.

> ...unlike a service approach which is supportive and adjustive to the existing scheme of things, a programmatic approach must seek institutional changes and accommodations because of the need for time and space allocations for programs. (Aubrey and Sydney, 1975)

Thus by utilizing the program mode more, or in preference to the service mode, counselors can become agents for institutional change.

Why should counselors be interested in change? One overly obvious reason is that the only thing that is truly certain <u>is</u> change. Another reason is the growing impotence of guidance and counseling in the world of education.

> Innovative school programs of the sixties and early seventies did not have their origins in counseling and counselor education...slowly but surely the evidence and the intuition grew that counseling activities apart from the classroom were unsuccessful. The inability of individual and group counseling to produce positive and significant change was a bitter pill for many to swallow. (Sprinthall, 1975)

Arthur Kroll and Francis McKenzie (1975) describe the taste of that "bitter pill."

> In short, guidance often became a headless horseman without a horse, without a saddle, without oats, without terrain. This often impotent, obeisant, and inconsequential behavior reveals a willingness to compliantly serve the needs of anyone and everyone. It is a wonder that guidance has survived this long...

This then is the advice to guidance and counseling: Change! Now! The alternative is to be changed by outside forces which will not have the inclination to keep a "service" which can be implemented by other means.

So much for the bad news. One must avoid sounding like a portentious voice of doom, if one hopes to give a realistic and balanced description of guidance's current status. "Guidance has promised much and delivered too little, yet it remains as an important ideology in public education." (Mosher and Sullivan, 1974)

Much good is available for school counselors to begin with. Coming to grips with a lack of competency is not a difficult task if there is a desire for improvement. But where to begin? That is the question!

One answer is for counselors to begin making a significant impact on the lives of students. Past attempts of seeing one child "once or twice a year for 30 minutes or so and claiming 'self-actualization' is too absurd for comment." (Sprinthall, 1975) By using the program mode of guidance and counseling, school psychologists and guidance counselors can leave their "little white clinic" with its prescriptions for ex post facto crises and move into the mainstream of curriculum and teaching: "the instructional life of the school." (Mosher, 1975) After all, the classroom is where the students are to be found, and if counselors want to intervene and promote student development before crises erupt, they must be where the action is.

If developing new "mousetrap-curriculumns" for the classroom sounds odd, it is, in part, because to extend the analogy, counselors have not had the intellectual framework in which to build anything but an illusionary structure of what must appear to many "to be more akin to a religion than a systematic discipline." (Sprinthall, 1975) A mousetrap is a tangible object with a purpose; a curriculum should be likewise. The use of the mousetrap analogy is to show the need for instructional involvement. What is needed is "a guidance counselor, who knows more, does more and has somewhat different priorities than at present." (Mosher and Sullivan, 1974) This new concept of a "counselor-educator" is now possible because of recent research, curriculum re-formulation, and practical field-tested results now available to education.

Part II

Let us return for a moment to the imagery of the mousetrap and the curriculum. The construction of a "mousetrap-curriculum" means that the builder is interested in capturing the whole student. Our "mousetrap-curriculum" must have snap, an immediate, tangible result to the learner, and simultaneously a firm grip, which can best be understood as a long-lasting influence on the learner's growth. But here the image must dissolve to a more complex problem. Counselors should not simply build a new curriculum, but instead re-evaluate what a curriculum ought to do for students. Counselors should then approach education from this better vantage point. If they are successful, new paths will certainly be formed. Professionals will be knocking on their doors for advice, and students will be pushing their way into education instead of leaving by droves.

Therefore, on what basis should we erect our new framework of learning? John Dewey (1938) pointed out that "when we find actual satisfactory specimens" of education existing we have discovered that education is a "process of development" and "growth." To that effect, by developing curriculum that focuses on the development of children, counselors can improve education. "Within a concern for over-all ego or personal development, guidance uniquely should provide educational experiences which help every individual grow as a person--more specifically in terms of moral, emotional, social and vocational development." (Mosher and Sullivan, 1974) Let us now look at some research, trends and ideas which will foster curriculum that will meet the developmental needs of children.

To justify the worth of an educational program using a concept of developmental growth, research would have to verify that stimulation to a higher level

of development occurs because of a specific program. (Colby, et. al., 1975) Such a belief is encouraged by the work of Jean Piaget (1960) who illuminated a sequential cognitive-developmental pattern in children. Piaget's empirical research bore the fruit of four stages of cognitive development. In turn, Lawrence Kohlberg (1968) was able to use Piaget's work in producing a theory of developing stages of morality or justice. Both theories repeat John Dewey's (1938) argument that people have qualitatively different thinking at different stages of growth. With this background the counselor interested in curriculum development can see honest research and philosophical support for devising a personal plan of action.

Of deeper interest to the counselor-educator intent on innovating new curriculum for his or her school is the Kolberg (1968) research documenting six universal stages of moral development. These stages are, Stage 0: egocentric judgment; Stage 1: punishment and obedience orientation; Stage 2: instrumental relativist orientation; Stage 3: interpersonal concordance; Stage 4: law and order orientation; Stage 5: social-contract legalistic orientation; and Stage 6: universal ethical principle orientation. Kohlberg also found that opportunities for social participation and role-taking are important in stimulating moral reasoning.

> Children with extensive peer group participation have been found to advance more quickly through the moral stages than do children who are isolated from peer participation. This finding can be built into a curriculum design to promote psychological growth in young adolescents. (Kohlberg, 1968)

Advancement from one stage to another is promoted by the discussion of moral dilemmas in the classroom. This is definitely good news for counselors struggling to devise new curriculums. They now have a foundation for establishing their area of guidance in an instructional context.

However, what we do not want is simply another mousetrap! A successful curriculum, yes, but not just a reworking of an existing disciplined course. Also, we will need more than just "a delimma a day" to make a truly significant impact on the lives of students. Fred M. Newmann and Donald W. Oliver (1967) argue

> While we applaud increased attention given to the substance of school programs, we fail to see any fundamental departures from the past; new programs take the form of conventional courses of study designed to fit into or extend the conventional school offering.

The counselor-educator must strive to originate, not duplicate, when devising curriculum. Newmann and Oliver (1967) contend that the mistake in today's educational reform is that they have "failed to consider the fundamental importance of contexts in which education is pursued." Three contexts are given by Newman and Oliver as a new design for learning. Each context has a different approach to subjects, problems, and the relation of students and teachers.

These three methods of structuring education are not independent of each other, but fit together to form a whole range of learning experiences. The first method, called the "school context," is designed to handle "preplanned programmed and formalized learning" which is most of the activity in schools, as we now know them. What occurs within this context is any education involving systematic, planned instruction. The second method, called the "laboratory-study-work context," has the student performing a task that would be within the local community area outside of the school. The problem-task which the student would be working on would be unplanned, open-ended as to its educational consequences and largely governed by the developing nature of the problem-task. The third method, called the "community seminar context," would involve students and the community members of the adult world in discussions of local issues and

the difficulties that face human existence. Learning in the seminar would follow the desires of the group and its individuals based on questions raised. The three contexts described would structure education in three ways: systematic instruction, action and reflection. In all three areas involvement with the community and its problems would be greatly stressed.

Why add community involvement to a school's curriculum?

> In focusing only on the school curriculum we are painfully aware of this limited perspective on education. People become educated not simply through formal instruction in schools, but through a complex fabric of expectations and messages from a variety of institutions, family, marketplace, job, mass media, peer group, church, etc. (Newman, 1976)

The counselor-educator should be attempting to shift the traditional context of schooling toward the emphasis on human development. Obviously, human development does not depend upon a classroom, chalkboard, desks and books.

There is much evidence to support the conclusion that children's learning is affected by their experiences with their environment. Dewey (1938) declared "...it is particularly important that subject matter be presented in its human context and setting." The reason for this "human context" is explained by Robert White (1963) who sees children struggling for "a feeling of efficacy," a persistent human tendency, beginning in early childhood, to explore, manipulate and exert impact upon one's environment.

> White's work is thus consistent with cognitive developmental theory, particularly the research of Piaget (1937) and others on the growth of cognitive complexity in children. Similarly, Dewey (1916, 1938) in his explanations of cognitive growth argues that reconstruction of experience occurs only through the person's active intervention or interaction with people and objects in the environment. Whether we look at growth through Piaget's notion of cognitive complexity, through Dewey's "reconstruction of experience," or through Kohlberg's (1971) stages in the development of moral reasoning, there is wide agreement that development is generated in large part through perception of dissonance, inconsistency, mystery, or

> other ways of experiencing intellectual inadequacy and that the personal sense of such inadequacy arises from our attempts to influence and confront reality external to self. Our effectance needs apparently have evolutionary value. (Newman, 1976)

This desire for efficacy also explains an interesting phenomenon observed countless times by teachers. Many teachers have remarked that students do not seem to be able to apply their skills, knowledge, or school-learned abilities to problems outside of the classroom. Why should they be able to do so if they have learned their "studies" within a vacuum, closed from their natural environment and isolated from the chance to achieve efficacy? The counselor embarking upon reformulating curriculum based on human development cannot ignore the importance of the community and the "hidden curriculum" of life.

The counselor-educator may at this point see real use for making a curriculum that is based on moral development and community involvement, but might be unsure of how to match the two concepts into a meaningful combination for students. Many questions arise, for example: "How do you set up moral questions in the community for students to experience," and "What unifying theme draws both cognitive and efficacy development together"? These quandries suggest the need for a larger educational framework for moral development and community-based education to reside in. Perhaps an alternative framework that would be easier to defend to both professionals and laymen alike would be the best vehicle to begin implementing heretofore esoteric and controversial themes. However, the chosen alternative would still have to be one that counselors would feel comfortable with, that would be a radical change from normal discipline-based curriculum, and would be of a developmental nature. One alternative that meets these prerequisites is Career Education.

In the relatively short period since Sidney Marland, Jr. announced Career Education as a major focus of the United States Office of Education it has become

an "in" phrase in education (Gardner, 1976). Of course educational fads come and go, but there seems to be nationwide support for Career Education as part of a call for educational reform. Sidney Marland believes that Career Education can establish an educational system that gives equal nod to theory and application. (Marland, 1975)

For the counselor's purpose, "Career" as defined here, is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education" as defined here, obviously includes more than the formal education system. "Career Education" is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. A basic assumption of Career Education is that both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense. (Hoyt, 1974)

The anthropologist, James P. Spradly, views Career Education as a "cultural innovation" which can ease the transition from childhood to the adult world of work. And there are many more equally laudable remarks about Career Education's effectiveness (McClure, 1973). For the counselor-educator, there are many attractive reasons for enlisting Career Education into any reformulation of curriculum. Although a new concept in education, there has been enough "field work" to draw some pertinent conclusions.

Recently, (Oakes, 1976) I explained my feelings concerning Career Education. I described my experiences with a class I began teaching four years ago. The course I began teaching was a seventh and eighth grade multi-level individualized career exploration class. I had asked for this assignment because I felt there was a need for students to know more about the world of work. While I still believe this to be true, the class also broadened my perspectives of

what is generally lacking in today's education: human values. Because of this new perspective I became aware of the true definition and importance of Career Education.

First of all the word "career" is defined as the course by which one develops and lives a responsible and satisfying life. In fact, the word career is derived from the French word carriere, which means "race course." I think this connection is significant. Maturity teaches us that happiness is not a station you arrive at but a manner of traveling. We speak of the pursuit of happiness and moving down the path of life as time goes fleeting by. When we talk of the course of life we are referring to the whole person. The word career refers to a person's "whole life."

Secondly, Career Education is not so much concerned with making a living as with emphasizing the art of living. Career Education is a continuous self-development process spread over an individual's life-span, through education, work, and leisure. Career Education is structured on basic human needs.

Why should I feel Career Education is so important? I think these three revolutionary developments in our society answer that question:

1. The explosion in the quantity and complexity of knowledge.
2. An emerging transition from an industrial society to a technological, cybernetic society.
3. The emergence of radical changes in the realms of political awareness, patterns of social organization, personal values and economic potential. (Gordon, 1973)

Or in Alvin Toffler's words, "Change is avalanching upon our heads and most people are grotesquely unprepared to cope with it. (Toffler, 1970) As educators, we need to prepare our students with the "cope-ability" the future will demand.

However, even though I was totally committed to developing a new curriculum,

I made a very big mistake when I first started teaching my Careers class. I first wrote what I considered was a good course on job information and the world of work, and then I set about force-feeding this data to my students. I failed miserably. I started at point "B" and tried to move on through an entire alphabet of "points" when my students had not arrived at point "A," or even begun to travel with me. In short, I forgot that nothing is truly learned unless it meets the needs, wants, curiosities or fantasies of the learner. How could I teach about planning one's individual life-style when I failed to consider the individuality of the people I was teaching?

Two things made me arrive at this conclusion; the recalcitrant reactions of my students, and my involvement in developing Career Education classes. I knew what I wanted to teach was important, vitally important for the new epoch our world is entering. Thus like a detective, I began to explore each of my students, each child with his or her own desires that made up his or her own unique mystery.

My perspective was enlarged to view the student's entire development process, and thus I realized that Career Education was a "cradle to grave" concept, which emphasized the "whole student." The peculiarity of bringing the whole student into the learning process, to help him prepare for self-development in an epoch, is that the teacher facilitating this comprehensive process must put his or her own person into it. (Ewald, Jr., 1972) When I concentrated on my students as humans who need nurturing for future life demands I began to individualize my teaching techniques.

I now contend that one way for teachers to quickly develop their own need to individualize instruction, and to make their teaching strategies more personalized, is by introducing to them the concept of Career Education. The mode

of Career Education can be brought to any subject matter in our schools and to any discipline or departmentalized situation. Career Education is not the last word for individualizing instruction. Instead it is a signpost for educators, directing them down the right road for more and better individualized teaching.

Because it offers alternatives for the learner to choose from, and encourages the learner to become a self-actualizing person seeking better ways to live and work, Career Education is a philosophically consistent practice which will develop and support individuality. Greater attention to individual needs will produce happier individuals and the best cushion against the shock of future change is a happy and productive person.

So far a considerable amount of material has been presented for the counselor determined to construct a curriculum that is developmental and hopefully of real value to students in both a short and long run effect. Nothing has been said about how these concepts are to be integrated into an "action plan" for the junior-high school counselor. The suggested "plan" for the material will be explained in Part III. The narrative to this point has tried only to provide those points which the author feels important for the counselor who is a neophyte in coming up with innovative curriculum.

The framework presented consists of the concepts of moral development, community-based education, and Career Education. Each of the three components will share a part of the "plan" described in Part III. The selection of these components was based on what guidance and counseling could offer as a leader in education's future. It is believed that, "If counselors are to get back into the school then their teaching should have to do with personal development, values education, moral reasoning, social development and vocational education." (Mosher, 1975) The action plan in Part III will help the counselor begin his planning based on this imperative.

Part III

SCENARIO: After reading several "blueprint" theories the counselor-educator is now feeling well equipped for developing his "mousetrap curriculum." He knows that in his heart this curriculum will be different! He sees a curriculum worth beating a few drums over, and perhaps even the proverbial path to his cottage door will be enlarged. He is misty-eyed with dedication as he picks up his number-two pencil and begins to add one day's activities after another to the long list of his program design. If this is his method of operation, it is indeed a tragic flaw. He has failed to develop a "mousetrap curriculum." Instead he has the ignoble fate of re-inventing the wheel. Or in other words, his curriculum is another reworking of existing and to a large degree gainless material. Moral: When designing curriculum for children, make sure the blueprints always include what is happening to those children with regard to their various stages of cognitive, moral, social and personal development. Ask: How will this assist their development now and in their future? Only when you have answered that question should you begin to construct your curriculum.

Chad Gordon, writing in the Fall, 1971 issue of Daedalus, said that "of all the ten or more reasonably clear stages of the ideal-typical, middle-class life cycle in contemporary urbanized and industrialized societies, early adolescence is one of the least studied and least understood." Edward C. Martin writing in the same issue gave the reason why, "Early adolescence is a hard age to understand, one characterized by rapid change and confusion." Professionals need the aid of additional research to use in creating curriculum for this awkward period of human development. However, there is some very respectable research available that has not been fully taken advantage of.

In the case of my "action plan" for the junior high school counselor, I have used strategies based on some of the available research on the characteristics of the young adolescent. Early adolescence in this paper refers to the age range from twelve to fourteen. The justification for the effectiveness of the "action plan" rests on the need of adolescents to participate in a social interactional setting.

> The theories of Erikson, Piaget and Kohlberg suggest that adolescence is a critical stage for personal, social, cognitive, and moral development. Furthermore these developmental trends of adolescence depend upon social interaction for their successful achievement. (Stanley, 1975)

A combination of developmental psychology and community involvement is built into the "action plan" to match this transitional period of the early adolescent. This is a time when

> The individual is at a transition between the final resolution of the latency conflict between industry and inferiority, and the beginnings of an extended period of identity formation. The implication in Erikson's theory is that it would be a useful developmental experience for the individual to become personally involved in activities which fulfill a sense of "industry" (which takes on the psychosocial meaning of mastery, competence, self-confidence), and at the same time provide opportunities to explore his identity. (Paolitto, 1975)

The "action plan" was created to encourage the growth of the adolescent's identity formation.

The beginning of awareness of personal identity accompanies a desire to seek out models for behavior and has corresponding expressions of frustration and aggression that occur with developing sexuality.

> In short, the young adolescent has reached a developmental phase defined in large part by those experiences which preceded early adolescence and those developmental tasks and societal expectations yet to come. (Aubrey, 1975)

It is expected that the junior high pupils will be moving from a basically

egocentric mode of moral reasoning (Stage 2 Kohlberg) through a more sociocentric way of reasoning (Stages 3 and 4 Kohlberg) toward the more abstract process of moral reasoning (Stages 5 and 6). (Colby, 1975) Moreover the junior high student will be eager to participate in role-taking activities. (Paolitto, 1975)

This growth must take into account the need for adolescents to see beyond their own feelings and begin to understand the feelings of others. This need is parallel to the "crucial task" of adolescence to develop formal operational reasoning ability. (The adolescent is able to think abstractly independent of reality.) According to Piaget adolescence is a critical stage for the transition from concrete operations (in which the child's thinking is rooted in his immediate environmental reality). (Stanley, 1975) Many Americans never make this transition from concrete operations to formal operations. (Kohlberg and Gilligan, 1971) Hence there is an obligation for education to give students an effective program based on developmental psychology that will aid junior high students over this difficult task.

The aim of the "action plan's" curriculum is to integrate the components of moral development, community-based education, and career education into a single module of study that can be adapted or "infused" into most any subject currently existing in the contemporary junior high school course offering. The students will learn about vocational possibilities, become aware of moral questions that exist in today's society, develop their values concerning self-awareness and personal efficacy, and be able to relate "school data" to real life problems.

For the purpose of clarity I will first discribe each step of the curriculum, taking into account why each step is present. Then there will be offered

a sample module of study. This will be followed with a description of the necessary steps for the counselor-educator to implement the "action plan." In part IV of this paper there will be evaluations and criticisms of the "action plan" itself. The "plan" is being presented with the hope of coupling developmental education and professional reform into a single workable method.

The module of study is the first and basic portion of the "action plan." To be effective in all areas of the school curriculum the module is patterned after the "infusion process" of career education. (Herr, 1969) This "infusion process" means that the module of study to be used by the counselor can, with a little creativity, be used in any subject and any learning unit in the school's curriculum. Thus the identification of the learning unit is the first item for the counselor-educator to consider in beginning his instruction. It is assumed that a teacher has been already designated to work with the counselor (more on this topic later). It is best for the counselor, at this point, to start with the unit the teacher is currently using or comfortable with. The starting unit could be an English class's study of essay writing, a foreign language class's look at a given culture, a history class's exploration of the constitution or a shop class's introduction to a new media. The choice is only limited by the counselor's imagination.

The second task is to pick an "occupational cluster" that is related to the learning unit. The United States Office of Education (1972) has designed fifteen occupational clusters into which all occupations can be conceptually classified. Each cluster has a rich variety of jobs that could fit the needs of a given learning unit. For example if a math class is to study formulas, the occupational cluster selected could be Agri-business - or Natural Resources - or Business and Office. And English class studying drama could use the cluster

of Fine Arts and Humanities. And so on. The jobs in each of these clusters will serve as a directing influence on the module of study which the counselor and teacher will be instructing.

Next is the selection of a moral dilemma that will encourage "decalage" (the advancement from one stage of moral development to another.) (Kohlberg, 1973) The dilemma should be one that involves the student with a particular occupation within the chosen cluster. For instance, in a science class if the cluster chosen is environmental control the dilemma could be one faced by legislators who must decide between ecology-minded legislation and the need to keep their work force back home employed and expanding. The dilemma should also be constructed to that viewpoints or roles can be taken by the students. The moral dilemma will provide the learning module with its main source of discussion and student desire for involvement.

Fourth on the learning module's list for implementation is the arrangement of an on-site visit, field trip or internship, at an occupational site within the community. The community laboratory-work-studio will reflect the cluster chosen and the moral dilemma will be inherent in the job explored by the students. An example might be a visit by a cooking class to a large food manufacturer that must produce great quantities of food with preservatives so that their products do not spoil before they can be purchased. How much responsibility does such a company have to the consumer? Are we to keep our homemaking classes content with baking chocolate chip cookies? Again, how much does learning about the foods around the world help in a child's development? The counselor's learning module in the "action plan" is designed to focus on the real needs of children.

The fifth element of the module is based on a community seminar. Members

of the community are brought to the class, or the class to them, to discuss the moral dilemma involved with the unit. It is also important to obtain articulate people from other occupations who might deal with the dilemma in an indirect way. For instance, the counselor might have a newspaper reporter discuss his thoughts concerning family viewing time on television. What should be allowed to be shown to the public? A parent, a military person, a filmmaker and an advertising executive might conceivably have many different viewpoints and discuss the topic at varying stages of moral development. The purpose of the seminar is to explore the dilemma, make suggestions for obtaining more information and possibly meet more than once for additional comments and insights. The seminar may want to expand its understanding by making a survey or poll to be taken of other community members by the students. The major emphasis should be on the airing of as much information and as many divergent views as possible.

Lastly, the sixth step in the module is to conduct a discussion that will involve students in taking the roles of community members involved with the dilemma. At this point students may trade different roles with one another as they try to reach a personal solution regarding the dilemma. After several role-taking opportunities the class participates in a follow-up discussion that lists the many arguments, displays the progress of thinking that occurred in the classroom, and makes predictions on the future status of the dilemma.

In order to draw the six separate steps of the module together the following is a sample of a lesson plan that would meet the counselor's requirements.

CLASS: 8th grade United States History class

1. UNIT: Technology and the Twentieth Century

Objective: To demonstrate how technology has changed our lives

2. CLUSTER: Health Occupations

3. MORAL DILEMMA: Do doctors have the right to keep a person alive by mechanical means?

4. COMMUNITY LABORATORY: Students will help patients and nurses at a local hospital

5. COMMUNITY SEMINAR: A Parent (either sex)

A lawyer (perhaps two - each with a different legal viewpoint)

A Doctor

A Nurse

A Minister

A Priest

Other suggestions are possible

6. ROLE-TAKING EXERCISE AND FOLLOW-UP DISCUSSION: Use of play (see Appendix A) to initiate discussion

The second portion of the "action plan" for the junior high school counselor deals with how to introduce the developmental learning module to his school. Realistically, the module might be accepted at once by some educators as an alternative to last year's lesson plan. However, the counselor must remember that his real goal is to extend his guidance knowledge into the entire instructional system of the school. One success with one module and one teacher wins a battle, but loses the war. The aim of guidance and counseling should be developmental education for all students. Therefore, the fourteen steps that follow are a suggested means of spreading the word through a normal school faculty. Some of the procedures may seem fairly obvious, but in the area of human relations,

as many counselors know, it is risky to assume too much. Your patience is greatly appreciated.

STEP ONE: The counselor-educator should first meet with the administration and other counseling staff to explain his desire to implement the "action plan" for developmental education. It is conceivable that at this point the counselor may receive a definite "no" for involving the staff from the administration or counseling colleagues. A negative reaction would narrow the counselor's "action plan" to his own program and some supportive teachers. Obtaining an official no vote of confidence does not mean that one cannot work individually with teachers. "No" in this case could mean several different things, from, "we have other priorities to consider" to "I'm not sure I understand, so to protect myself I will express doubt and a hostile attitude." On the other hand, what probably will happen is a polite interest in what you are saying and a tacit agreement for your "action plan." The important thing to remember is that the administration and counseling staff must feel as if they were "in" on the plan from the beginning. Support gained in the beginning will be even stronger in the later stages if you are proving to be successful.

STEP TWO: Introduce your intentions to a faculty meeting. This will accomplish two things: 1)You are letting the entire faculty know about your plan at once, thereby giving them time for discussion, and the chance to join your bandwagon on their own volition; and 2) You are setting the stage for future meetings where you will be acting as a leader.

STEP THREE: Make a presentation to all interested teachers about your "action plan." Stress that the students and school need their efforts. The entire point of the "action plan" is to educate teachers to the necessities of developmental

education. Do not expect to be a loner when developing curriculum, the result is that both you and your program may be a martyr to a futile attempt. Always ask for suggestions, and input when presenting the "action plan." Encourage the creative participation of the staff even if it means altering a few of your cherished viewpoints. Your "mousetrap curriculum" will not be built in a day, a month, or a year. Development as the aim of education must be built on a secure basis of support or it will become another educational fad that had its day and lost.

STEP FOUR: For the first time out, select a teacher you can easily work with. Remember after you have finished the module the teacher is expected to be an expert and as committed as you are yourself.

STEP FIVE: Plan the module with the teacher and constantly offer your services. No teacher will refuse a helping hand!

STEP SIX: Instruct the module.

STEP SEVEN: Evaluate the module with the teacher. Expect the need to change, alter, and improve. Hopefully you will both find the experience gratifying and be eager for other opportunities. If not, try again with another teacher and continue to ask for advice and suggestions. If involvement will not win over some people, then occasionally the thought of being an expert and getting "in on the action" will make the difference.

STEP EIGHT: Report to the principal and your counseling staff the "remarkable happening" that occurred in Ms. or Mr. Jone's room. Never advance alone, but rather elicit a feeling of camaraderie. True, you as a counselor-educator want to be an agent of change, but noone person is going to turn a school around in a different direction.

STEP NINE: Report your "remarkable happening" with the aid of Ms. or Mr. Jones at the next faculty meeting. Preferably, the teacher should make a modest remark about a successful lesson plan that they would be happy to share with others.

STEP TEN: Select another teacher, again preferably on the suggestion of the first teacher or at least with his advice. Encourage your first teacher to be your "spokesperson." Have a couple of get-togethers in the lounge where the three of you talk about shop. For the counselor-educator being a leader does not mean being pushy. People do not necessarily resist change, they resist being changed by others.

STEP ELEVEN: Repeat steps 5 through 10 with the second teacher. Do not do the same unit. The module is designed to be adaptable to any subject matter. Encourage the second teacher to create his own methods and he will feel more attached to the concept, which is what you want!

STEP TWELVE: Now you have two or possibly more teachers interested in developmental education. Plan a second presentation for interested teachers. This time you will be arguing your "action plan" from an argument of authority. Your staff members tried it and had a good experience. Encourage the teachers who worked with you to handle most of the discussion.

STEP THIRTEEN: Hopefully at some point, you will have several teachers interested in your "action plan" and a few who have tried it. At this juncture, form a school task force. The school task force will meet often enough to develop new modules, new materials and new ideas. A cadre of super-interested teachers will begin to act as a magnet and draw others to your ranks. Personalities and people being what they are, the counselor-educator will not be

able to appeal to everyone. But with a group of people, a sense of unity can produce extra enthusiasm and extra creativity. And it's that extra effort that has always counted in the profession of teaching.

STEP FOURTEEN: Congratulations! At this stage you have a task force that will act as an avant-garde for change. The program for curriculum improvement after this point should be an ongoing process. The difference from your task force and other school attempts at improvement will be that yours has a definite philosophy to guide its decisions. No longer will class adjustments be a patch-work of unrelated objectives. If you are lucky enough to reach this plateau, you have indeed sprung your "mousetrap curriculum" on the world of education.

I have taken the time to outline a fourteen-step procedure for the counselor in order that he may begin using the suggested learning module. My wish is to re-activate the potential of guidance and counseling with a curriculum that is close to the professional hearts of counselors. This paper's emphasis has been on the practical use of a teaching strategy derived from a blend of humanistic and developmental education.

The lengthy discussion on how to implement the learning module stems from the hope that no one will issue a memo to anyone else, outlining how they should instruct students.

> Training teachers and counselors through direct involvement with the formative process of curriculum development avoids the problems of expecting teachers to use alien material and helps them acquire the needed experience-base to re-orient their own practice. There is enough negative evidence from the long history of efforts in teacher and counselor training to indicate that in general, teachers and counselors do not change their practice as a result of exhortations, directives from the 'central office' or brief in-service workshops. (Sprinthall, 1974)

Change, whether it be concerned with governments or mousetraps, has one persistent theme. This theme of change is a restructuring of priorities or a fresh way of looking at things. Acquiring a different viewpoint is an internal development urged by one's personal experience. It is important that both educators and students be treated in this human way.

Part IV

The "action plan" is an attempt to stimulate personal, moral, social and vocational development in children. Not all of the parts that make up the learning module are new. What is relatively new is the attempt to combine several different developmental theories into one approach. Hence the image of the mousetrap to convey the idea of innovation and practicality at the same time. Let us now consider an evaluation of the "action plan," some possible criticisms and implications for its future use.

An objection may be made immediately that the "action plan" is a superficial attempt at improvement because it deals with only one learning module. No course entitled "Psychology 115A" has been produced. No tabloid of learning activities has been created for classroom use. No timelines or dates have been set for national implementation. There has been no dramatic plea for money from National Foundations; no cry for Federal assistance. There is only a bare, and gaunt, nay skeleton of a lesson plan and a few trite suggestions in human relations. Is this any way to run an "action plan"?

I would suggest the answer is, "You bet it is"! If the criticisms are taken in reverse they become strong supporting arguments for implementing change in our schools on the level of the individual educator. A skeleton of a lesson plan has no political or economic ax to grind. It can be implemented in any school, in any part of the country at any time by anyone. Furthermore, what change really results when a single course is adopted? A plan for change should be able to include all interested participants in the educational system. More significantly, change requires two things more important than assistance and extra money. Time and commitment are the real necessities for change.

Ralph Mosher and Norman Sprinthall (1970) also describe the process of

starting developmental education in terms of time and committment.

> The curriculum is to be a regular part of the school's program, not a special course to supplement other programs, and is intended for the majority of adolescents and young adults, not for specially designated pupils. The program aims to broaden and improve the impact of schooling upon the pupils by altering both the curriculum and the relationship between teachers and pupils. This means that we must train regular school teachers and counselors to implement the curriculum. Essentially, in our view the most effective way to influence teachers and counselors is to involve them directly in the development and tryout of the curriculum.

And to effectively deal with the "hidden curriculum" of crowds, praise and the struggle with power that is present in our schools we must deal with the entire moral atmosphere of the school. (Kohlberg, 1973) This means combatting the problem in all aspects of the school's overt and hidden curriculums and not just one course. The module is designed for that combat.

The counselor-educator can use the module to explore the rights and moral dilemmas of the students within the school structure. A unit on government can zero in on the cluster of Public Service, the job of teaching and the formation of school rules and regulations. Discussions of "what is right" or "what I should do" or "what is fair" present moral dilemmas to students that can raise their awareness of themselves and their awareness of the rights of others. (Colby, 1975; Paolitto and Hersh, 1976; Grimes, 1974; Paolitto, 1975; Stanley, 1975; Mosher and Sullivan, 1974. Also see Mosher, 1976, for an extensive list of work in this area.) The "hidden curriculum" within the classroom can now be explored in a comprehensive manner. The resulting consequence is:

> If brief periods of classroom discussion can have a substantial effect on moral development, a pervasive, enduring and psychologically sound concern for the school's influence upon moral development should have much deeper and more positive

> effects. Such a concern would pervade the curriculum areas of social studies, law education, philosophy and sex education, rather than representing a new curriculum area. More deeply, it would affect the social atmosphere and justice structure of the schools...(Blatt and Kohlberg, 1973; Kohlberg and Turiel, 1971)

If moral development discussions can be of help to the student so can the two other components of community-based education and career education. The importance of the environmental factor involved with career guidance and counseling is illustrated by Robert O'Hara's (1971) comment:

> Through the process of differentiation and integration there is gradually formed a vocational self-image. The key element in the formation of this self-image is the process of interaction with other people met in the vocational environment. The vocational self-image grows and develops as the student evaluates himself, as others evaluate him, and as he perceives their evaluations.

Again, providing students with experiences within a community-occupational context will promote their psychological development. Nevertheless, the most important criticism of the "action plan" is, "can it work"? Let us quickly recapture the essence of the learning module. The unit approach is now already being used by most teachers in the "school context." The "laboratory work-studio context" of the community visit will be awkward to initiate. However, with a few phone calls, parent-teacher cooperation, and the help of local service groups visitation sites should be easily cultivated. The same method can be applied to getting members for the "community seminar context." In review the "plan" only needs the interest and dedication of the people involved.

Additionally, there is impressive and current field work which substantiates the hypothetical effectiveness of the "action plan." Schools in Cambridge and Brookline Massachusettes have shown moral development instruction to be successful. "These two efforts to develop new civic education programs should provide guidelines for future activities." (Fenton, 1976) Teachers and counselors

are being trained in developmental psychology and in creating and teaching of developmental curricula in Brookline, Cambridge, Pittsburgh, Minneapolis and Tacoma. (Mosher, 1976)

And in Santa Ana, California, the Santa Ana Unified School District has developed the idea of the "Career Technical Park." The specific purpose of the Career Technical Park is to arrange for "multi-learning" experiences within the community. The Career Technical Park is a career education concept.

> The major goal is to weld education and the technical business community together in a cooperative effort to provide education which is relevant and student serving... The success of this project is keyed to the modification of attitudes and behavior in the commitment on the part of the teachers and counselors...and the acceptance and application of new educational environments. (Riordan, 1974)

Pointedly, the "key" to the Santa Ana project was the "commitment" of the staff.

Another program, in Madison, Wisconsin, has been proposed by Fred M. Newmann and is scheduled to begin July 1, 1976 and continue to June 30, 1980. The central purpose of this program is to build a comprehensive eleventh and twlefth grade curriculum "to teach youth how to exert responsible influence in public affairs." One area of evaluation for the program will be the psychological development of students.

> ...it will be useful to learn whether the program tends to enhance moral reasoning (Kohlberg's measures) self-concept and ego development (eg. Loevinger or Erikson) or sense of empathy. In addition, measures of internal external control (Rotter) or tolerance for ambiguity will be investigated. Student's occupational or career aspirations and possible changes thereof will also be investigated. (Newmann, 1975)

Newmann's program will of course have classes based on the three contexts of school, laboratory and community seminar. Truly Newmann's proposal is community-based education. Here is much of this paper's "action plan" being put into living reality.

It must be obvious by now that I have expanded my discussion from the area of the junior high school to the high school. I believe the "action plan" is applicable for the high school counselor or teacher. I would even contend that the "action plan" could be workable in the elementary school. The reason for this statement is that I have not dictated content in the "action plan," but rather suggested an approach. This approach rolls the latest educational theories into one practical learning module. There are six steps to the instructional lesson plan and fourteen steps suggested for implementation on a school-wide basis. Hopefully, these twenty steps can motivate counselors and teachers at all levels to try something new, instead of lamenting their mistaken belief that educational theories are not applicable to today's classroom. Still,

> The critical test of any curriculum in developmental education is how does a course, an experience, a discipline, a program of social service or action in fact contribute to the cognitive, or moral, or social, or ego and ultimately to the whole development of the individual? (Mosher, 1976)

I have argued that the hallmarks of the "action plan" are 1) a wholistic concern for the student, and 2) simplicity. The "plan" is adaptable to present school subject matter, involves the moral development of individuals, provides for social interaction with the community and the enhancement of a vocational self-image. The "action plan" allows room for others to apply their own creativity and yet follows what I consider a sound strategy of instruction.

The counselor-educator should be able to see real value for such a plan. Jon Carlson's (1975) scathing remark ought to spur many counselors to at least consider some form of curriculum development or program involvement. Carlson, discussing the current status of school counseling, said:

> Although several warnings have been issued (Arbuckle, 1970; Eckerson, 1971; Island, 1972; Lawton, 1971; Riccio, 1970;

> Zerface and Cox, 1971) it seems as though the counselor may join ranks with the barrel maker, blacksmith, farmer, trapper, viking, and druid.

Of course, there does not need to be a gloomy demise of guidance and counseling. There is still time for a resurgence of counselors to chart new directions for their profession. But, counselors should devise their plan of attack now, not tomorrow.

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